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he could take a class in mathematics, keep in the best of humor and lead it safely across the most intricate difficulties. His heart was in his work and he was always the same earnest "Stacy" whom men and women respected and admired for his wonderful character, his thorough knowledge of his subject and his burning desire to help others grow with him. Can others not be thus?

SECONDARY EDUCATION IN THE MARITIME PROVINCES OF CANADA

(From *Bulletin Number Sixteen*, 1922, pp. 9-10: The Carnegie Foundation for the Advancement of Teaching.)

A PROVINCIAL EXAMINATION regulates admission to high school and official promotion through each of the successive years. The examination therefore becomes of more importance than the school, and there are in the province only nine secondary schools doing four full years of work, although each of the eighteen counties has a county academy.

But some high school work is done in nearly all of the schools. Thus over twelve hundred one-room rural schools profess to offer instruction in the ninth, tenth, or eleventh grades. The teacher, unfit as she is, is urged to do this even though it must obviously be at the expense of the earlier grades. On this lean tuition boys and girls work their way through textbooks and the provincial examinations into college without ever attending a high school, and thereby develop enviable habits of initiative and industry to compensate for defective instruction. At Acadia University last year four out of the seven prize winners were prepared in this manner.

While the students that issue from this process are exceptional, there is plainly an enormous waste of good material. The elimination in the provincial examinations is very heavy. In 1921, 1,361 out of 3,095 candidates, or 44 per cent, failed to pass Grade IX; 1,331 out of 2,406, or 55 per cent, failed in Grade X; 563 out of 1,237, or 46 per cent, failed in Grade XI; and 107 out of 221, or 48 per cent, failed in Grade XII. Thus 6,959 candidates essayed the examinations, and 3,362, or 48 per cent, failed to pass.

But it appears that during that time in all these odds and ends of so-called "high schools" there were 9,705 pupils enrolled and at work on high school studies. How many of these additional pupils failed to take the examinations because they were unprepared, is uncertain; the examinations are voluntary and principals may promote without them. Certainly more than 50 per cent either failed in the examinations, or would

have done so had they attempted them. A system that will allow over one-half of its secondary pupils to waste their time in work that is fruitless, or that must be repeated again and again, is a poor system. Such effort is simply misdirected. Emphasis should be placed on the character of the school and on the quality of its instructors, and not merely on the examinations.

Another element that saps more or less of the strength of the public high schools in Nova Scotia is the maintenance of extensive academies and seminaries in connection with each denominational college. Including those from Nova Scotia who attend Mt. Allison in New Brunswick, probably over 1,000 students are thus drawn off, while the total attendance on the eighteen county academies is only 2,200. Advantages for music and art for girls, and close supervision for the weak boy are urged in justification of these institutions, but it is clear that if the students were placed in the public high schools, and if the support of the students' parents, representing the best educated group in the province, were placed solidly behind these schools, they would be immensely strengthened to the advantage of the entire population.

The spirit and character of the work done in the high schools is impressive. Four good institutions were visited in the provinces, two of them in Nova Scotia rather thoroughly. In these the scholarship of the teachers was apparently excellent, and their instruction was notable for its clarity and force. The students were extraordinarily attentive and industrious; the effects of hard, accurate, painstaking drill were everywhere evident. The program of studies is less elaborate than in the United States; there is much less student initiative: less spontaneity, less discussion in class; there is also less superficial "smartness" on the part of the students, and less concern for student-opinion on the part of teachers; there is much greater thoroughness, closer thinking, more confident knowledge, and more wholesome seriousness on the part of both student and teacher.

THE ATHENIAN OATH

"We will never bring disgrace to this, our City, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks. We will fight for the ideals and sacred things of the City, both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or set them at naught; we will strive unceasingly to quicken the public's sense of civic duty. Thus in all these ways we will transmit this City not less but greater, better and more beautiful than it was transmitted to us."